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ABSTRACT

Ideally, educational technology in higher education should seek nontraditional solutions to the problems of learning. An examination of the needs of the adult learner indicates that as the years past age 18 increase, the appropriateness of the classic college classroom model decreases, and educational technology becomes increasingly relevent. This report summarizes 22 major recommendations which have arisen from a one year exploration of the issues involved in the development of a metropolitan learning resources service for the Chicago region, along with a parallel improvement of media services for the multi-campus City Colleges of Chicago. It is urged that a council of professional educational technologists from the Chicago metropolitan region be assembled which would analyze the needs of adult learners expressed in recent surveys in Illinois and elsewhere, and develop strategies for meeting individualized instruction needs on and off-campus from the standpoint of educational technology. In order to initiate a prototype of a metropolitan learning resources service, it is recommended that one or more existing institutions offer their services to others with the understanding that the nucleus service group would be compensated directly or in kind for services rendered, and that a users advisory board would be formed. (Author/NHM)

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A Report on Educational and Policy Specifications for a Metropolitan Learning Resources Service for the Chicago Region and a Parallel Improvement in Learning Resources Services for the City Colleges of Chicago.

David Giltrow

with the
assistance of
the staff of the

LEARNING RESOURCES LABORATORY

CITY COLLEGES OF CHICAGO

June 28, 1974

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Preface

This report summarizes major recommendations which have arisen from a one year exploration of the concept and possible lines of development of a metropolitan learning resources service for the Chicago region and improvement of media services for the multi-campus City Colleges of Chicago. We have defined this region as the Chicago television market, which includes about 4% of the nation's population and has some five and a half million adults who live in the City of Chicago, its suburbs, and surrounding rural areas of Northern Illinois and Indiana. We confined our examination to postsecondary educational organizations: the formal educational institutions in addition to the informal institutions such as libraries, museums, educational media broadcasting, etc.

A companion report will deal with the technical aspects of these recommendations and aim less at policy recommendations than technical analyses. This report has excluded direct references to other documents, data, past reports, our conversations with colleagues, attendance at conferences, and meetings involving a fledgling cooperative of five institutions. Rather, the impressions synthesized from all of these sources have been put into this report in hopes it will read well and be well read. While funded by the ICCB and the City Colleges, the opinions, judgments, and mistakes are those of the author.

SUMMARY OF POLICY RECOMMENDATIONS

PHASE ONE: CHICAGO METROPOLITAN REGION

1. We urge that a council of professional educational technologists from the Chicago metropolitan region be assembled who would:

   a. analyze the needs of adult learners expressed in recent surveys in Illinois and elsewhere and,

   b. develop strategies for meeting individualized instruction needs on and off-campus from the standpoint of educational technology.

2. Such a council as part of its effort should sponsor a survey which would update information on available educational media resources in the metropolitan region in order to ascertain the region's range of available equipment, software, personnel, programs using innovative approaches to learning, and access to these programs and services.

3. Those participants on the educational technology council who feel that greater interinstitutional cooperation is desirable, and who are committed to working for tangible efforts, should meet to review various possible models for cooperation, estimate the costs involved for each model, and explore methods of supporting any emerging learning resources service. Scrutiny of past efforts would reduce duplication.

4. In order to initiate a prototype of a metropolitan learning resources service, we recommend that:

   a. one or more existing institutions offer their services to others with the understanding that the nucleus service group will be compensated directly or in kind for services rendered and,

   b. a users advisory board should be formed which would guide the growth and development of a centralized learning resources service.

5. We strongly suggest that a clearinghouse for information on these earlier activities be established which would provide information, interchange, and a newsletter to the interested parties in the region. Such a clearinghouse should be funded from in-kind contributions, rather than by direct cash and should be an arm of the educational technology council formed under the initial recommendation.

6. We strongly urge the clarification of goals and objectives for the use of educational technology within each of the separate campuses and within the system as a whole. Such a statement should take the form of a four or five-year plan and should have direct input from relevant staff at both the central and local le

7. Detailed plans should be developed to centralize the staff, supply, and equipment budgets of media services for the system. An Associate Vice Chancellor for Learning Resources should be appointed who would be responsible for the development and coordination of media services and, eventually, the libraries across the system.

8. The Learning Resources Laboratory should immediately assume the function of a centralized learning resources service for the City Colleges. The present mission should not be lost, but the LRL should be provided with the means to provide a cental service for such things as graphic arts, television production, instructional design of new courses, inservice workshops for faculty and staff, central purchasing of relevant equipment and supplies, initiation of a central media equipment and materials bank, and any other services which are not easily provided on a local level.

9. A reasonable percentage of the educational materials (slide sets, television programs, films, tape recordings, etc.) produced by the LRL--and any other units of the City Colleges--should be made with the understanding that they can be used and reused in order to reduce the cost per use of the items. These should be made available to other institutions by agreed upon terms as certain TV College productions are now made available through the Great Plains ITV Library.

10. The LRL should take up the concept of a centralized video-film library and form an ad hoc committee of faculty and media services personnel from the campuses. The committee should survey the faculty on a number of questions related to usage, desirable titles, etc. Initial and operating costs should be determined as well as which films and videotapes already exist to develop a library nucleus. The ITFS system of microwave distribution should be explored.

PHASE TWO: CHICAGO METROPOLITAN REGION

11. Given the eventual availability of a viable open television channel dedicated to postsecondary instruction and the active support of the state and the chief administrative officers of the region's institutions, we strongly recommend that the metro educational technologists should anticipate the opportunity for programming and:

    a. develop a comprehensive plan for various categories and methods of ITV usage in the Chicago metro region;

    b. explore in detail methods of producing programs of adequate technical quality with inexpensive techniques;

    c. initiate contacts with colleagues across the nation, and in other nations, to determine innovations in program design, production, and usage.

12. Development of a cooperative learning resources service should proceed systematically and include assessment of the "pre-cooperative" services offered by the several stronger institutions discussed in phase one. Linkages with other cooperative service consortia should be actively developed, including the various library consortia, the emerging suburban Northern Illinois Learning Resources Cooperative (NILRC), and others which may have developed in the interim.

13. While CETA has the production facilities for programming an ITV channel, its desire and financial commitment to exploit the special characteristics of instructional television can never match their commitment to what has emerged as large audience public television--the Fourth Network. We, therefore, recommend that the Chicago Educational Television Association divest itself of the Chicago region ITV license and turn it over to a consortium of post-secondary education institutions which are broadly representative of such institutions and committed to instructional television for the region.

14. As part of the increased use of educational technology in the metropolitan area, services for research and evaluation of mediated and innovative instruction should be organized on the same basis as the "pre-cooperative" model of phase one. Research-oriented institutions should begin to explore the possibility of involving other institutions in their activities. Funding through collaborative grants, and possibly in-kind changes, could cover the costs of such cooperative endeavors.

PHASE TWO: CHICAGO METROPOLITAN REGION

con't. Recommendations

15. We strongly recommend that the administrative and academic officers of the postsecondary institutions in the metropolitan region examine the kinds of outposts which they might cultivate in serving their constituents and that directions be given to their educational technology staffs to insure exploration of new learning centers. Such centers could readily use telecast portions of courses broadcast on an ITFS or open broadcast system, or on videocassettes.

16. The public library branches which presently serve neighborhood peoples' educational needs on an informal basis should be increasingly involved with the need to serve the people in cooperation with postsecondary institutions. Greater cooperation and sharing of resources can only benefit both parties as well as the patron-taxpayer. We encourage the Boards of Trustees of these insitutitons to take a leadership role in pooling talent, spaces and programs, and providing the modest funds which encourage this cooperation to occur. Clear direction from the top along with the financial resources to accompany such direction is indispensable at this time.

17. The Council of Educational Technologists for the metropolitan region should undertake an exploration into the diverse needs of the adult learning community and provide guidance on how best to use instructional systems for the numerous sub-groups of the community.

18. We recommend that the clearinghouse for educational technology for the metropolitan region be continued into Phase Two. The work operation of the clearinghouse should be strengthened by the addition of a part-time person such as a graduate student in educational technology under the direction of one or two professional Education Technologists.

19. We strongly recommend that the Illinois Board of Higher Education and the Illinois Community College Board and their staffs continue their progressive leadership patterns which have encouraged development of cooperative arrangements between institutions such as the Higher Education Cooperative Act. We further recommend that the above boards develop a plan which would eliminate the legal and financial barriers to cooperation now existing at jurisdictional boundaries.

PHASE TWO: CITY COLLEGES OF CHICAGO

20. After consolidation of authority over the media services, a thorough review of each campus' media capability, usage patterns, and upgrading needs should be undertaken. Every possible effort should be made to assure the development of a team of professional media specialists working together to provide faculty and students with better and expanded services. Standards developed by professional groups for media services and personnel should be accepted and used as goals.

21. It is recommended that opportunities be provided CCC media specialists for professional in-service training and professional development. This increased knowledge should be reflected in later promotions and salary increments as teaching faculty members currently enjoy.

22. Campus media specialists should be directly involved with the planning and execution of faculty in-service programs developed under the coordination of the LRL staff. The nature of the media specialists' training as in recommendation #21 should reflect this need to work closely with faculty in improving the teaching process.

23. We recommend that a systematic examination of the libraries be conducted in conjunction with the LRL so that planning for both print and non-print collections can be coordinated. Similarly, such a study should tie in with the development of various cooperative library systems taking place in the metropolitan region, and the services necessary for supporting an expanding open learning trend.

24. We firmly recommend that TV College remain a distinct part of the City Colleges of Chicago and continue with full funding to produce the type of less expensive format programming which has direct use in self-study for home viewers and the concurrent enrollment student who chooses to mix televised instruction in addition to classroom attendance. Further, we suggest that collaborative efforts of production and usage be continued and expanded with the City College's sister institutions in the region and elsewhere. Upgrading of the quality of programs should be of consideration at all stages of the television course and program level but clear guidelines should be drawn up by the LRL staff which assure cost effective production and usage.

25. We strongly recommend that the long-term planning function with respect to all dimensions of educational technology within the City Colleges be focused on the LRL. New facilities' planning, instructional graphic arts, ITV and film production, extensive purchasing of media equipment and software, computer usage (PLATO IV) for instruction, development of mediated instruc-

con't. Recommendations

tion along with usage of these items, testing new technology, etc. are all areas where experience has been developed over the years by the LRL staff--or whose extensive informal network of professional colleagues can be of great value to the City Colleges. The LRL's cooperation with a metropolitan learning resources service would further enhance its ability to advise City College planners about educational technology activity.

Coupled with the above recommendation, we recommend the following:

26. The LRL as an expanded service continue to receive the highest levels of encouragement to maintain its involvement with cooperative endeavors. It is to the credit of the central administration of the City Colleges, with the active support of the Illinois Community College Board, that the LRL has been working with other institutions in the region and the nation. Few institutions have been as generous in their moral and financial support.

27. We firmly recommend that far greater resources than at present be placed into informing the general public of the educational opportunities which they have now and which promise to come with the development of a true instructional television channel.

Educational technology: some clarification

For some, the term "technology" evokes vague feelings of unease about machines, jobs being eliminated, and a surrender of control by humans to mechnaical beasts. Many people enjoy the convenience and benefits which technology has brought but have serious misgivings about the possible side-effects. Add "educational" to technology and one can hear even stronger feelings expressed about teaching machines, programmed instruction, computers, television, and a host of other devices. Zealots on the other end of the spectrum talk about the great benefits which can accrue to those who apply the balm of educational technology to a variety of ills.

Our position is more pragmatic than zealous, less threatened than curious about how effective, efficient approaches to old and new educational problems can be developed. From a long look at the present and careful consideration of the future, we see the following examples of needs and forces acting on the five and a half million adults in the metropolitan Chicago region:

*the continuing need for education to foster a variety of new--and old--skills;

*the recognition by those lacking a high school diploma that it is a ticket to further education (46% of the adults in Illinois do not have a high school diploma);

*the changing social values which accompany greater equality for women;

*the slowly improving socio-economic status of minority groups which parallels the improvement in status of earlier immigrant groups;

*the desire of college graduates to maintain their level of intellectual development;

*the economic pressures which force people into the job market before they have completed their education;

*the need for varied practical skills for economic and psychological survival--including humanistic development as well as medical, legal, crafts, cultural, religious, aesthetic awarenesses;

*the need for increasing amounts of accurate, complete public affairs information to be a responsible citizen;

*the need to escape from the pressures of economic survival into recreation and leisure activities of personal choice;

*the need to find out about things formerly passed down within the family: money management, child care, cooking, gardening, simple mechanical maintenance;

*the need to make radical decisions on issues which never arose in the past: what to do in retirement, coping when a job is made redundant, when one is divorced, etc.

The list could go on for pages.

We cannot be precise on what people's responses to these highly personal needs and pressures will be over the next few years. One thing has become clear when we look back over two decades of changes in educational patterns: a diverse mixture of ways of learning has been conceived--often by learners themselves. Although the classroom remains the primary learning environment, many other forms now flourish: on-the-job training, organized educational travel, intensive weekend retreats, proprietary correspondence schools, non-formal educational institutional offerings (museums, YMCA, YWCA, etc.).

The modest but continuing success of TV College over the years testifies to a need which can be met by a communications medium new to the later part of the 20th century. This springing up of a variety of educational modes to meet people's needs is at the heart of educational technology--defining a need and designing the best ways for meeting that need. The stating of specific objectives, videocassette players, slide projectors, computer programs, and so forth, are simply the tools used to achieve a desired end. Often they are not necessary nor particularly useful. We are still searching for a balanced design of instructional methods--the right mix of planning, analysis and spontaneity.

The role of educational technology in solving the learning needs of adults is 1) to examine the nature of the needs, and 2) to apply the available and appropriate method to meet them. The classroom may be one way; television another. None is inherently more effective than another. The current terminology includes phrases like "delivery systems," "instructional development," "learning modules," "open learning," "alternative learning," "non-traditional study," etc.

But the educational establishment is caught in a difficult dilemma. In the past, there was generally only one way of providing education: get a group of people into a classroom in a building on a campus; provide a person who would teach the learners; add a library with a respectable collection of books in a nearby building; divide the year into various parts and then select certain people for entry into the learning situation at the beginning of these parts; start the class at a time convenient for the teacher and the person assigning rooms; evaluate learner at the end of the time period and send him (and occasionally her) onward in linear fashion to the next term. This method is efficient and effective within certain constraints. An examination of the needs of the adult learner, however, reveals that as the years past age 18 increase, the appropriateness of the above classic college model decreases. It is at this point that educational technology becomes increasingly relevant.

The ideal place of educational technology in the patchwork world of higher education is to seek solutions to the problems of learning without being wedded to a single solution. Asking the right questions is important. If a classroom works best, how can the teaching be improved? But if that mode is inappropriate, what other ways of providing education will work? What are the costs? What is the learning efficiency? How much student time, as well as teacher time, is involved--since the older learner is also the earning, tax-paying adult who must evaluate options on his/her time? How much do centralized structures cost vs. decentralized, multi-purpose learning centers like public libraries? For the traditional college, these questions seem irrelevant. For the college serving the lifelong student, they are vital questions.

Recommendations:

Phase One: Chicago Metropolitan Region

Our first recommendation is a first step to developing a more coordinated regional educational technology effort. It is based on the premise that there are still too many old solutions being used to solve new and future educational problems in nearly all of the higher educational institutions within the Chicago metropolitan region. It is also based on recent hard data obtained in a Nielsen telephone survey conducted in 1973 on adults' educational interest and a nationwide survey for the Illinois Board of Higher Education, the State University of Nebraska (SUN), and the Commission on Non-Traditional Education.

1. *We urge that a council of professional educational technologists from the Chicago metropolitan region be assembled who would:*

   a. *analyze the needs of adult learners expressed in recent surveys in Illinois and elsewhere and,*

   b. *develop strategies for meeting individualized instruction needs on and off campus from the standpoint of educational technology.*

This council would have the specific goal of producing a practical planning document which could then be used by planners and administrators not accustomed to thinking in educational technology terms.

A logical outcome of the above action is the following recommendation:

2. *Such a council as part of its effort should sponsor a survey which would update information on available educational media resources in the metropolitan region in order to ascertain the region's range of available equipment, software, personnel, programs using innovative approaches to learning, and access to these programs and services.*

This recommendation would, de facto, center on campus-based instruction and reveal the stronger and weaker centers of media production, utilization, instructional development, non-print holdings, and the like. The survey would lay the groundwork for the following recommendation which could be the next step in developing a more rational use of instructional resources on the campus and for the non-campus adult learner.

3. *Those participants on the educational technology council who feel that greater interinstitutional cooperation is desirable, and who are committed to working for tangible efforts, should meet to review various possible models for cooperation, estimate the costs involved for each model, and explore methods of supporting any emerging learning resources service. Scrutiny of past efforts would reduce duplication.*

Based upon our study of what has developed nationally and responses in interviews with colleagues in the region, the following recommendation applies to the development of the above learning resources service.

4. *In order to initiate a prototype of a metropolitan learning resources service, we recommend that:*

   a. *one or more existing institutions offer their services to others with the understanding that the nucleus service group will be compensated directly or in kind for services rendered and,*

   b. *a users advisory board should be formed which would guide the growth and development of a centralized learning resources service.*

The advisory board would provide the larger planning view of the development of a comprehensive learning resources service. Its membership should comprise the professional educational technologists from the initial planning body, faculty users, adults with experience in learning by non-traditional methods, administrators responsible for learning resource units, and representatives from non-formal educational institutions.

In short, we are suggesting that those directly concerned with educational technology and learning resources in the Chicago metropolitan region begin to plan future uses of educational technology to serve the learning adult. From this effort there should emerge a survey of the present regional resources--physical and human. Those institutions which are interested in expanding their use of various types of learning resources services--particularly in non-print media--should develop various possible models which would provide for their present and future needs. To avoid the pitfalls experienced elsewhere, however, several institutions with complementary facilities should offer their services to the wider educational community in order to expedite development of a comprehensive learning resources service. Fair compensation for services rendered avoids the problem of weaker members taking advantage of the stronger ones--a curious reversal of a classic human problem.

Our previous recommendations to this point lack a central focus--a reference point. The following recommendation applies to that shortcoming:

5. *We strongly suggest that a clearinghouse for information on these earlier activities be established which would provide information, interchange, and a newsletter to the interested parties in the region. Such a clearinghouse should be funded from in-kind contributions rather than by direct cash and should be an arm of the educational technology council formed under the initial recommendation.*

The first phase toward developing a systematic use of educational technology for serving both the non-traditional adult and the campus student in the metropolitan area can be expressed graphically in Figure 1.

Phase One: City Colleges of Chicago

As the recommended events above are taking place, changes should also be taking place within the City Colleges in developing more systematic use of educational technology. Too much time can be spent on the day-to-day delivery problems and the year-to-year budget worries. Planning from a long term perspective is necessary and leads to the first recommendation for the City Colleges:

6. *We strongly urge the clarification of goals and objectives for the use of educational technology within each of the separate campuses and within the system as a whole. Such a statement should take the form of a four or five-year plan and should have direct input from relevant staff at both the central and local levels.*

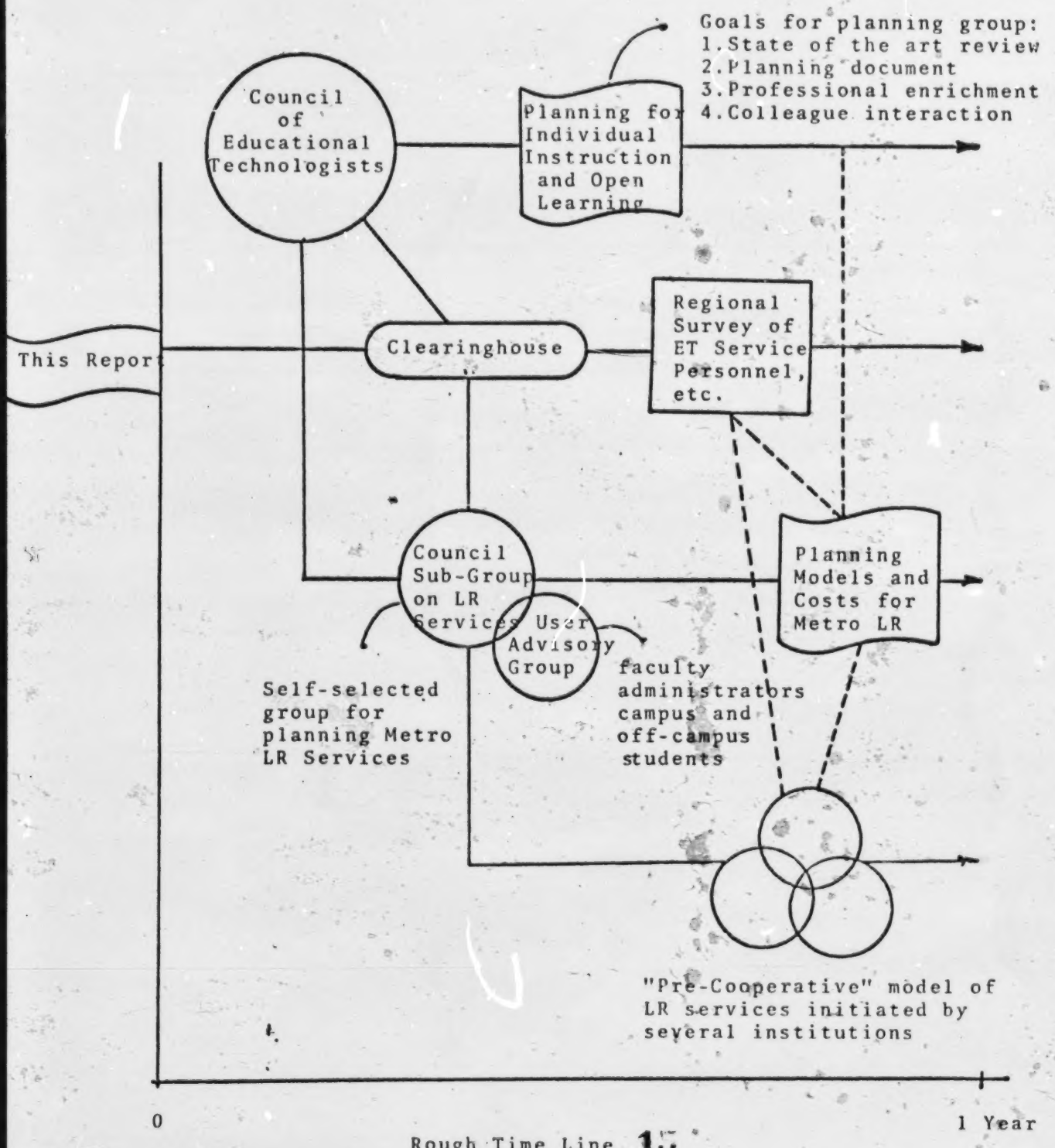
Particular clarification should be made of the role of the libraries, the audiovisual services, the learning resource centers, etc., on the campuses. A great deal of education is necessary within the system on the present and future role of technology in higher education.

The planning function of the Metro Chicago Council of Educational Technologists (Recommendation 1 above) will be valuable for clarifying this latter point. A special issue is the campus educational technology support of the non-traditional student who may not have a direct relationship with that campus except for the occasional use of a Plato IV terminal, film viewing, etc. This fundamental question is: What is the relationship between the non-traditional student and the conventional campus programs? It may not appear to be a problem now but surely will emerge in the future.

Traditional campus autonomy has led to great differences in staffing, equipment, supplies, and general budget support of educational technology across the system. This leads to the following recommendation:

FIGURE 1.

Phase One Recommendations: Metropolitan


Goals for planning group:
1. State of the art review
2. Planning document
3. Professional enrichment
4. Colleague interaction
Council of Educational Technologists
Planning for Individual Instruction and Open Learning
This Report
Clearinghouse
Regional Survey of ET Service Personnel, etc.
Council Sub-Group on LR Services
User Advisory Group
Planning Models and Costs for Metro LR
Self-selected group for planning Metro LR Services
faculty administrators campus and off-campus students
"Pre-Cooperative" model of LR services initiated by several institutions
0
1 Year
Rough Time Line

7. *Detailed plans should be developed to centralize the staff, supply and equipment budgets of media services for the system. An Associate Vice Chancellor for Learning Resources should be appointed who would be responsible for the development and coordination of media services and, eventually, the libraries across the system.*

This is the only way in which coordination and equality of services will effectively happen. It is the pattern adopted in progressive multi-campus community college systems in other parts of the country.

The pro's and con's of such a move toward the central coordination of locally performed services are legitimately raised by both parties to the arrangement; the central facility and the local campus. However, the advancement of any effective instructional development, other than the conventional teacher-chalk board style, will not take place with the fragmented, unplanned situation at present. Disparity in non-print materials, equipment and personnel resources across the campuses is patently unfair to faculty and students. As long as such services are viewed as a local campus function, there will remain a decided gap between what should be provided and what is provided.

The Learning Resources Laboratory is in a position to play a more direct role in bringing about greater development of media services because historically it has never been associated with a particular campus. While its main mission is to serve the non-traditional student, the LRL is oriented toward serving students through the use of appropriate instructional delivery systems. In addition, the enrollment of concurrent LRL and campus students has increased recently. The following recommendation applies to the role of the LRL with respect to campus media services:

8. *The Learning Resources Laboratory should immediately assume the function of a centralized learning resources service for the City Colleges. The present mission should not be lost, but the LRL should be given the means to provide a central service for such things as graphic arts, television production, instructional design of new courses, inservice workshops for faculty and staff, central purchasing of relevant equipment and supplies, initiation of a central media equipment and materials bank, and any other services which are not easily provided on a local level.*

This is not a faddish move. In effect, what is proposed is that the campus media services and the Learning Resources Laboratory become one and the same with the local campus media specialists serving as campus representatives of a central service facility. At the same time, the Learning Resources Laboratory would begin providing sophisticated services for the campuses. The recommendation would not be made if success had not been achieved elsewhere.

Unlike other instructional services performed within a college, the LRL and media services can partially offset their expensive supply, equipment, and personnel costs by reuse and extended distribution of the materials they produce. In-kind or direct monetary returns are possible when quality production is undertaken--quality of content and quality of technical production. The linkage with a metropolitan learning resources service can be made by cooperative production with other institutions, sharing of materials, and the occasional direct leasing of materials and services.

The following recommendation is made in this regard:

9. *A reasonable percentage of the educational materials (slide sets, television programs, films, tape recordings, etc.) produced by the LRL--and any other units of the City Colleges, should be made with the understanding that they can be used and reused in order to reduce the cost per use of the items. These should be made available to other institutions by agreed upon terms as certain TV College productions are now made available through the Great Plains ITV Library.*

Of particular interest to progressive faculty members is the development of a central store of films and other expensive audiovisual materials. There are several difficult obstacles which must be overcome if ever a central service is to be developed. The City Colleges do not currently have a regular courier service between the campuses nor do the local media services hold all the films which a campus might have. To organize a central film library on that basis would involve more expense and arouse more faculty hire than is necessary. Within the next two years, we believe, developments in the electronic video and super 8mm industries will make such a service economical and justified. But planning can take place now and the following recommendation reflects the above discussion:

10. *The LRL should take up the concept of a centralized video-film library and form an ad hoc committee of faculty and media services personnel from the campuses. The committee should survey the faculty on a number of questions related to usage, desirable titles, etc. Initial and operating costs should be determined as well as which films and videotapes already exist to develop a library nucleus. The ITFS system of microwave distribution should be explored.*

The central media library also ties in with the metropolitan learning resource service. A service offering for the CCC has the potential to serve other users.

Up to now, our time frame has been about one to two years. We now move beyond that time frame and look further into the future and make recommendations which have to do with five years and longer.

Phase Two: Chicago Metropolitan Region

The goals of the first phase are as follows: 1) to provide closer links between educational technology professionals, 2) to survey the media services and personnel, 3) to develop a plan for providing the off-campus student and the independent study campus student with greater diversity of learning modes, 4) to initiate a clearinghouse for information, 5) to begin planning for a cooperative learning resources service, and 6) to encourage several institutions to actually begin providing such services on a trial, ad hoc basis.

All of this activity is predicated on the cooperation of the institutions in providing the minimal in-kind contributions of occasional planning meeting facilities, time off for staff to meet, some secretarial, phone and mail services. Minimal (if any) direct costs are required for initiating these early activities leading toward greater cooperation.

While Phase Two planning is primarily determined by Phase One decisions, one overriding issue will loom large for the metropolitan area use of educational technology: the availability again of a viable open broadcast instructional television channel for use in both traditional and non-traditional postsecondary learning. Furthermore, the Catholic Television Network's ITFS facility will be broadcasting a four channel 2500 mHz color signal to a variety of specially equipped points in the Northern Illinois and Indiana Region.

For the professional educational technologist, the national and regional resurgence of interest in ITV must be met with optimism, a jigger of caution, and a pinch of healthy skepticism. The following recommendation attempts to link the Phase One planning activity with the anticipated ITV developments occuring in the next several years:

11. *Given the eventual availability of a viable open television channel dedicated to postsecondary instruction and the active support of the state and the chief administrative officers of the region's institutions, we strongly recommend that the metro educational technologists should anticipate the opportunity for programming and:*

    a. *develop a comprehensive plan for various categories and methods of ITV usage in the Chicago metro region;*

    b. *explore in detail methods of producing programs of adequate technical quality with inexpensive techniques;*

    c. *initiate contacts with colleagues across the nation, and in other nations, to determine innovations in program design, production and usage.*

This recommendation could be implemented now, but several developments hinder an immediate planning effort. These developments include the installation of new broadcast-capable television facilities at the Catholic Television Network, Kennedy-King College, Governors State University, and Triton College. In addition, technological improvements are now taking place which will allow straightforward inexpensive modification of other institutions' television facilities to be adopted to standard broadcast operation.

In effect, not one, but a number of instructional television programming units are emerging in the region. Cooperative patterns of television production should be a logical development. Television's proper place in postsecondary education is a delivery system of information, education, and instruction. Having it available and wanting to keep it programmed should not be allowed to overshadow the role it plays in instruction--part of a total system of education. For this reason, the following suggestion is made as part of Phase Two's long range planning:

12. *Development of a cooperative learning resources service should proceed systematically and include assessment of the "pre-cooperative" services offered by the several stronger institutions discussed in Phase One. Linkages with other cooperative service consortia should be actively developed, including the various library consortia, the emerging suburban Northern Illinois Learning Resources Cooperative (NILRC)," and others which may have developed in the interim.*

The question of who should be responsible for the improvement, programming, and policy of the ITV channel has several possible answers. The plans for greater use and improvement of WXXW, Channel 20, by the Chicago Educational Television Association are unclear at this time. Funds for the necessary transmitter replacement, moving of the antenna to the Sears Tower, and the required FCC minimum 28 hours per week programming are unlikely to come by their own resources. Current exploration by the Illinois Board of Higher Education should proceed in the direction of upgrading the station. A number of issues will need clarification and hard decisions must be made as time proceeds. Hopefully, the educational technology professional will be of assistance in their Phase One planning. Specifically related to this issue of who should hold the license for Channel 20, the following recommendation is made:

13. *While CETA has the production facilities for programming an ITV channel, its desire and financial commitment to exploit the special characteristics of instructional television can never match their commitment to what has emerged as large audience public television--the Fourth Network. We, therefore, recommend that the Chicago Educational Television Association divest itself of the Chicago region ITV license and turn it over to a consortium of postsecondary education*

institutions which are broadly representative of such institutions and committed to instructional television for the region.

Few, if any, television facilities across the United States have done equal justice to two audiences, two styles of programming, two separate missions, on one budget, and with one administration. One channel will always be the weak sister under such programming diversity. The results of the last nine years indicate this clearly with regard to Channel 11 and Channel 20. If the recommendations of this report are implemented, the opportunity will shortly be present for CETA to transfer the regional ITV license to a group specifically involved in education with more than adequate production and programming capability and experience, and whose specific mission is to serve the learning needs of the Chicago metropolitan region.

This license transfer would dovetail with the anticipated results of Phase One and would allow the development of five to ten year planning for the use of television in non-traditional study, classroom supplementary telecasts, the production of learning modules for open broadcast, public service, public affairs broadcasting, and a TV distribution system of films, filmstrip format materials, etc. To repeat what is the recurring theme of this report: planning is essential for the systematic use of educational technology.

Another recurring theme is the need to think of systems of instruction--with integrated components of design, evaluation, appropriate use of media, the changing role of the faculty as facilitators of learning, and consideration of the student's changing learning needs and style. Any learning system should be responsive to its component's strengths and weaknesses. Those systems using a variety of modes and complex materials need especially to know what is happening. This need to know is fulfilled by research and evaluation.

In Phase One, we are interested in developing a loose professional network of educational technologists. As colleges--and other institutions serving the public's learning needs--use self-instruction and mediated forms of learning, the need for research and evaluation increases. Few institutions are prepared for this, however. Not only are talent and experience required for these activities, but a commitment to self-criticism, openness to new ways of approaching problems, and a sense of curiosity are part of conducting and using research and evaluation results. Because of the specialized nature of evaluation, it is appropriate that development of a research and evaluation wing of a metropolitan learning resources service be developed on a cooperative basis. The following recommendation applies:

14. *As part of the increased use of educational technology in the metropolitan area, services for research and evaluation of mediated and innovative instruction should be organized on the same basis as the "pre-cooperative" model of Phase One. Research-oriented institutions should begin to explore the possibility of involving other institutions in their activities.*

Funding through collaborative grants, and possibly in-kind charges, could cover the costs of such cooperative endeavors.

The advantages of cooperative involvement for the research institutions such as UICC, University of Chicago, and Northwestern include provision of greater varieties of populations, opportunities for graduate students to conduct research under conditions allowing multiple comparison, and a greater number of research conditions than offered by any one institution. An example of this is the present arrangement of the LRL of the City College with the University of Chicago's Measurement, Evaluation and Statistical Analysis (MESA) program. While not exploited to its fullest by either institution, the advantages to both are readily seen.

Up to this point, Phase Two has emphasized the role of television, the need for assessing the planning of Phase One, and the "pre-cooperative" model for developing greater use of instructional research and evaluation. For years, it has been tacitly assumed that college campuses would be the sole focus for adult higher education. But this assumption no longer holds. Despite declining enrollments and the consequent desire to hold students to their bosoms, or somehow attract them to their extension classrooms, the narrow definition of "college" must be expanded to include other environments. This change is particularly needed for those students who have clearly defined needs and goals and do not need the psychological boost of "attending college". The classroom-at-the-factory, the small room in the parish hall, a hospital classroom, the conference room, in an office building, and especially in a meeting room public library must be seen as places where small group learning takes place or is enhanced. Thus in Phase Two, greater identification of styles of learning must be made, and with it identification of the more diverse kinds of instruction and environments of instruction.

We thus make the following recommendation based on the above extrapolation from data on adult learning behavior and needs emerging in small trickles around the country:

15. *We strongly recommend that the administrative and academic officers of the postsecondary institutions in the metropolitan region examine the kinds of outposts which they might cultivate in serving their constituents and that directions be given to their educational technology staffs to insure exploration of new learning centers. Such centers could readily use telecast portions of courses broadcast on an ITFS or open broadcast system, or on videocassettes.*

The public libraries have already been indicated as particularly apt places for these informal (small group) learning situations. Resistance to this new service for the public is present in many library systems despite the overall declining use of libraries by citizens. In a typical Chicago Public

Library branch, the doors are open some 68 hours a week. Five or six professional librarians and some dozen supporting staff members serve the needs of a narrow slice of the potential clientele. The ubiquitous meeting room is used only a small fraction of the time, mostly by children. The nature of the collections is--with justification--determined by demand, but often tends to be more escapist in nature than educational or instructional. Non-print materials and access to them are highly limited.

Suburban systems have shown greater flexibility and are moving toward more diverse services for users. The fact remains, however, that only in limited experimental programs, such as Study Unlimited, is there an attempt to use both the public libraries and the formal institutions of higher education in a creative way. From a cost-effective point of view, as well as from their stated mission of being centers for intellectual growth, the public libraries must reach out to serve their neighborhoods in more creative and useful fashions.

We cannot set policy for the public libraries other than as concerned private citizens. From a professional educators' standpoint, however, we recommend the following to our librarian colleagues and their board of trustees:

16. *The public library branches which presently serve neighborhood peoples' educational needs on an informal basis should be increasingly involved with the need to serve the people in cooperation with postsecondary institutions. Greater cooperation and sharing of resources can only benefit both parties as well as the patron-taxpayer. We encourage the Boards of Trustees of these institutions to take a leadership role in pooling talent, spaces and programs, and providing the modest funds which encourage this cooperation to occur. Clear direction from the top along with the financial resoruces to accompany such direction is indispensable at this time.*

We have not made many fine distinctions in our use of the term "learner" or "student". In fact, the increasing diversity of available instructional methods is matched by increasing diversity--or more precisely recognition of diversity which has always existed--of types of learners. The handicapped, hospitalized, elderly, non-high school diploma adults, bi or trilingual speakers, correctional institution inmates, as well as single, married, divorced, suburban, urban and a host of ethnic distinctions add up to a huge matrix of learning needs and approaches which cannot be simply given a "student" designation.

The Council of Educational Technologists could play a highly useful role in working on the finer points of how to match instructional needs, instructional styles, and learner diversity so that the gross distinctions now present could be refined.

19. *We strongly recommend that the Illinois Board of Higher Education and the Illinois Community College Board and their staffs continue their progressive leadership patterns which have encouraged development of cooperative arrangements between institutions such as the Higher Education Cooperative Act. We further recommend that the above boards develop a plan which would eliminate the legal and financial barriers to cooperation now existing at jursidictional boundaries.*

Traditions which have outgrown their usefulness are slow to change and when codified by law and regulation, are impossible to change despite the desires of institutions. Only the state level boards can make the necessary changes which foster changes and eliminate the financial excuses against cooperative planning.

This task is monumental but not overwhelming. The State of Illinois has demonstrated vision in providing exploratory funding of cooperative activity. It will soon move into a Phase Two of its own for such activity and recognizes that the solution of one problem will lead to several other problems of even greater dimension. The state has provided a carrot for cooperation. We hesitate to think that it may also have to provide a stick.

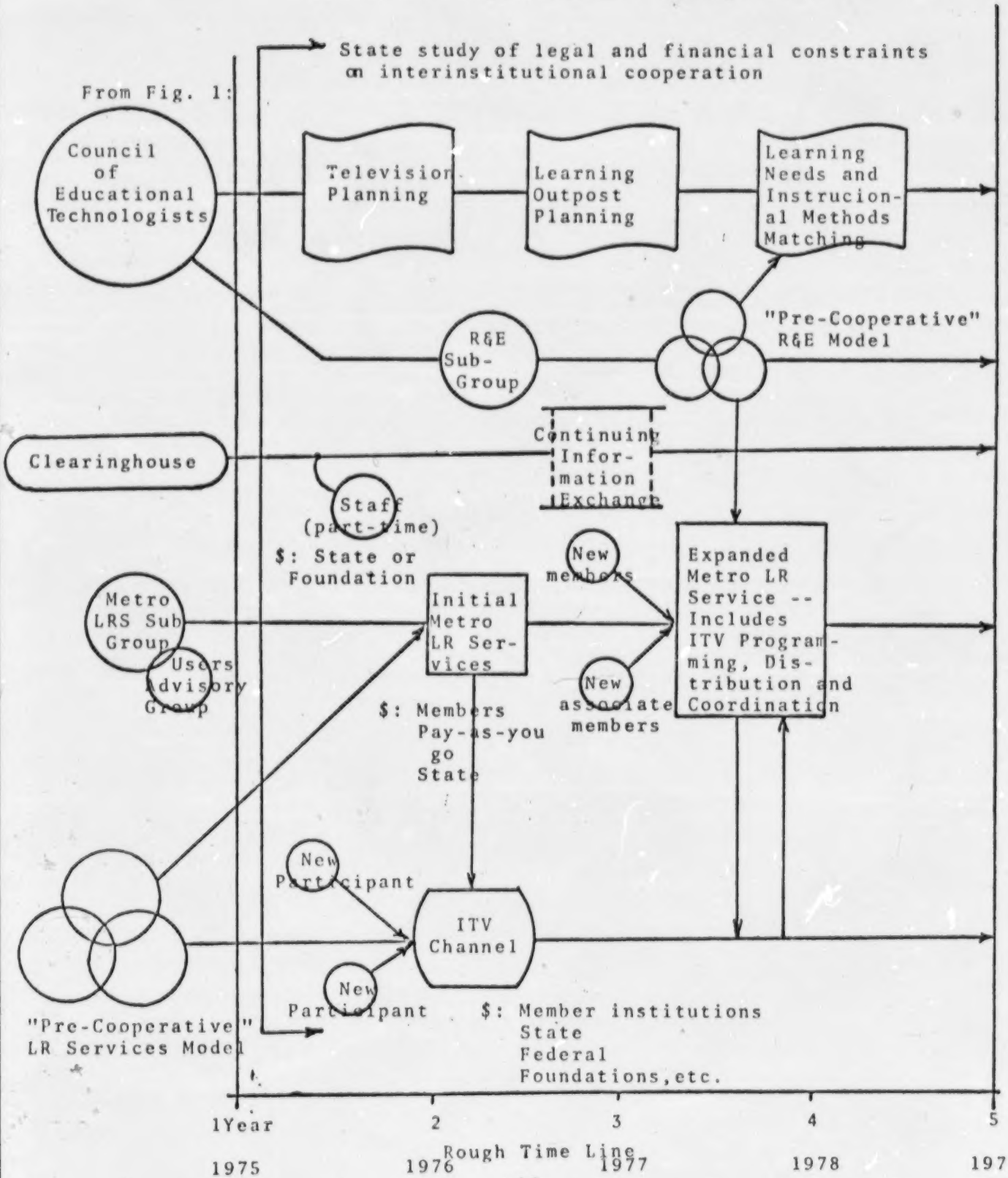
We have assumed that all of these activities are carried out with an eye toward effectiveness in serving the learning adult. The next few years for American society will be introspective and a search for a new set of goals will emerge as we celebrate the Bicentennial. Patterns of life elsewhere have, until recently, beeen uncommon in the United States: inflation, miserly use of resources, political and social turmoil, material simplicity in life style, the use of metric measurement, and so forth.

If is the function and role of education to help people evaluate these changes rationally and systematically. Of all the types of planners, the college student is often the best of all. His or her goals are clear; information required for meeting those goals is sought out through a variety of sources; new information is tested, evlauated and integrated into future decisions. We feel that as new forces affect us and our fellow citizens, new information and opportunities for continuous learning for all those who require it must be provided. Not everyone can avail him/herself of the traditional, often expensive methods of the past. This report has attempted to provide alternative answers to alternative learning needs for the metropolitan Chicago region. Figure 2 provides a graphic view of the second phase.

But it is insufficient to say what should be done to other people's houses without recognizing the needs for changes within our own. The following section briefly provides recommendations

FIGURE 2.

Phase Two Recommendations: Metropolitan



for the second phase of developing a more national use of learning resources within the City Colleges.

Phase Two: City Colleges of Chicago

In the first phase. one step toward overhauling media services for the City Colleges was recommended. This overhaul basically parallels the wider metropolitan effort of bringing isolated institutions together for greater planning, service, and production efforts. In Phase Two the effects of the centralized services can be consolidated.

20. *After consolidation of authority over the media services, a thorough review of each campus' media capability, usage patterns, and upgrading needs should be undertaken. Every possible effort should be made to assure the development of a team of professional media specialists working together to provide faculty and students with better and expanded services. Standards developed by professional groups for media services and personnel should be accepted and used as goals.*

There is variation across the campuses in depth of professional expertise in educational technology and the administration of media services. The following recommendation applies to the professional personnel development of a unified media services system:

21. *It is recommended that opportunities be provided CCC media specialists for professional in-service training and professional development. This increased knowledge should be reflected in later promotions and salary increments as teaching faculty members currently enjoy.*

Media personnel in-service training could be arranged cooperatively through contacts developed within the metropolitan learning resources service effort. It may be possible to exchange services without including them in an actual budget item.

An important need and a clearly defined mission of the LRL in the next years is to develop greater awareness within the CCC faculty of the urgent needs for instructional design, instructional development and higher levels of teaching competency. With a unified media thrust, this can be made much less cumbersome. The inclusion of the media specialists on the campuses in the faculty programs can be assured and their later follow-up at the local level is a necessity for any successful faculty program. Similarly, positive contacts made with the faculty over the years by the campus media specialists are invaluable in developing a faculty program. The following recommendation applies to this interface:

22. *Campus media specialists should be directly involved with the planning and execution of faculty in-service programs developed under the coordination of the LRL staff. The nature of the media specialists' training as in recommendation #21 should reflect this need to work closely with faculty in improving the teaching process.*

Our recommendation on unifying the media services excluded the print-oriented libraries at the present time. In Phase Two for the City Colleges, we feel efforts by an Associate Vice-Chancellor for Learning Resources should be actively undertaken to study whether the libraries should be more centralized in terms of budgeting, purchasing, and planning. Patterns of library usage by faculty and students throughout the system should be analyzed as well as the nature of the collections, trends in microform, intershelving of non-print media, etc.

The issue of the relationship with the Chicago Public Libraries, other library systems, and library facilities within the metropolitan region should be examined in the light of developing services for the open learning student as well as the traditional on-campus student. Questions about how handicapped and institutionalized students can have access to materials are always relevant, for instance. The following recommendation is intended to produce the same planning effort for print materials and library functions as this report has for educational media production and usage:

23. *We recommend that a systematic examination of the libraries be conducted in conjunction with the LRL so that planning for both print-and non-print collections can be coordinated. Similarly, such a study should tie in with the development of various cooperative library systems taking place in the metropolitan region, and the services necessary for supporting an expanding open learning trend.*

We recognize the fortunate existence of professional library educators in our system and feel that they, in cooperation with Rosary College or the University of Chicago, could develop such a study. Once again, this sort of recommendation lends itself to cooperative ventures between institutions in which in-kind services could be exchanged. As an aside, we could see the development of a useful dissertation arising from such a study if a graduate student was a part of such a study.

Several issues applying to the City Colleges are left suspended if the development of a television channel dedicated to instruction were to come about. Certainly, it would be expected that the TV College component of the LRL would be part of the effort to bring ITV to a wider audience.

The new Kennedy-King College television facility will shortly be able to originate broadcast quality materials and train personnel. All of the activities of the Adult Skills Center, Continuing Education activities of the colleges, and a host of special programs which reach into the community could utilize a larger television or film component.

Hopefully, the emerging consortium which might hold the license for an instructional channel would be farsighted enough to see the value of a whole host of broadcasting formats and styles. The talent possessed by TV College personnel lends itself to the demands of heavy programming needs. It is a serious anomaly that at a time when program trends in ITV are tending toward greater sophistication, longer times for preparation, and technical slickness, financially strapped broadcast stations require less expensive, more abundant material to feed the hungry program schedule. The following recommendation is offered to firmly position the generation-old TV College in the scheme of new developments:

24. *We firmly recommend that TV College remain a distinct part of the City Colleges of Chicago and continue with full funding to produce the type of less expensive format programming which has direct use in self-study for home viewers and the concurrent enrollment student who chooses to mix televised instruction in classroom attendance. Further, we suggest that collaborative efforts of production and usage be continued and expanded with the City College's sister institutinos in the region and elsewhere. Upgrading of the quality of programs should be of consideration at all stages of the television course and program level but clear guidelines should be drawn up by the LRL staff which assure cost-effective production and usage.*

The LRL has planned a trial radio course for the Fall, 1974. This demonstrates another approach to flexibility in programming for the non-traditional student. It raises an interesting technical problem which can be solved by college media services becoming part of LRL. Rapid, efficient duplication of audio-cassettes is not now available on all campuses. It would be a desirable feature of the TV College and the radio courses if such a service were available to students for review and makeup purposes. By coordinating the courses and services at the college level but from a central basis, greater flexibility can be achieved in serving mediated instruction students who require such types of media materials without elaborate procedures.

Two recommendations below relate to the LRL's role in educational technology and cooperative planning.

25. *We strongly recommend that the long-term planning function with respect to all dimensions of educational technology within the City Colleges be focused on the LRL. New facilities' planning, instructional graphic*

arts, ITV and film production, extensive purchasing of media equipment and software, computer usage (Plato IV) for instruction, development of mediated instruction along with usage of these items, testing new technology, etc. are all areas where experience has been developed over the years by the LRL staff--or whose extensive informal network of professional colleagues can be of great value to the City Colleges. The LRL's cooperation with a metropolitan learning resources service would further enhance its ability to advise City College planners about educational technology activity.

Coupled with the above recommendation, we recommend the following:

26. *The LRL as an expanded service continue to receive the highest levels of encouragement to maintain its involvement with cooperative endeavors. It is to the credit of the central administration of the City Colleges with the active support of the Illinois Community College Board, that the LRL has been working with other institutions in the region and the nation. Few institutions have been as generous in their moral and financial support.*

During the past year at the LRL, this writer has been impressed with the national and international reputation enjoyed by the TV College component. Criticism has been leveled at it as new methods and techniques of delivering instruction and television programming have evolved. Changes have taken place in the face of this criticism and will take place in the months to come. We hope that the continuing research effort will indicate that these are changes for the better.

The final recommendation attempts to look from the outside inward at both the efforts of the City Colleges and the cooperative spirit espoused here for the other regional institutions. It is, we hope, an unexpected recommendation and one which the reader/policy-maker will want to ponder as he or she thinks about all of the information sources available to the average citizen.

27. *We firmly recommend that far greater resources than at present be placed into informing the general public of the educational opportunities which they have now and which promise to come with the development of a true instructional television channel.*

This recommendation basically calls for money to be spent for various types of information dissemination and advertising controlled by systematic study of people's information seeking methods. For instance, we strongly believe that a fourfold enrollment increase could be achieved in any TV College course by greater information dissemination. A larger issue than increased enrollment is the right of the citizens to education and their use of their tax dollars.

The important point in this recommendation is the systematic use of advertising and information dissemination on non-traditional study. For this reason, this recommendation appears in the Phase Two portion of the report. It assumes that greater study will go into how best to reach the audience we should be serving and then placing reasonable financial resources into that effort. Our attempt during the past year to get outside funds for a preliminary study of this nature was unsuccessful. Any development of an instructional television channel will have to include an information dissemination element, however.

To summarize Phase Two: City Colleges of Chicago: we have recommended a number of steps to increase the effectiveness of both the use of educational technology and better use of existing resources. Most recommendations in this section are based more on common sense than on subtle analysis. The substance of the recommendations include 1) a study of existing services for both the use of media and libraries, 2) greater in-service training for media personnel, 3) involving media specialists in faculty in-service workshops on instruction, 4) continuing and strengthening TV College, 5) vesting the LRL with responsibility for long-term planning for educational technology and encouraging it to maintain cooperative linkages, and 6) greater attention and funding to inform the non-traditional student of the existence of many educational resources available to him/her.

Conclusion

The original idea for this topic and this report is more than ten years old. Similar efforts have been made over these years. However, we hope that the ideas and recommendations here are neither old enough to be outdated before they are read nor too new to fail the test of experience gained elsewhere or locally. A forthcoming companion report to this one will provide greater detail and include the data absent here which support many of the recommendations, conclusions, and observations so blithely introduced in this paper.

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OCT 24 1975

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